
Figure 6.8. Lesson plan on making decisions during Web-based reading.

Decisions, Decisions, Decisions**Standards**

- CCSS.ELA-Literacy.CCRA.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-Literacy.CCRA.R.10. Read and comprehend complex literary and informational texts independently and proficiently.
- CCSS.ELA-Literacy.CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Rationale

To read and comprehend various kinds of texts (R.10), which include texts of diverse media (R.7), students must make decisions about the texts they choose to read. These decisions involve skills of evaluation that include attention to the reader's immediate purpose, as well as broader intentions. In digital venues, this work is done in conversation with others (SL.1).

Goals

- Students will articulate the choices they make in their out-of-school reading of digital texts.
- Students will identify the larger conversations that surround digital texts.
- Students will reflect on their own reading practices and abilities, specifically identifying their own purposes and intentions.

Formative Assessment

- Students will develop their own "Decision-Making Organizer." See the suggested outline for this assessment below.

Materials

- Decision-Making Organizer (print or digital)
- Computers or e-devices
- Student notebooks/paper/e-devices for reflective writing

Lesson Plan

1. Introduce students to the ideas of short-, mid-, and long-form reading. You might do this by having students sort the types of texts we outline in Chapter 2, categorizing them to develop definitions, or you might provide them with three sample texts and ask them to compare and contrast the nature of each.
2. Once you have a shared definition of short-, mid-, and long-form reading, distribute the Decision-Making Organizer and ask students to be mindful of the reading they do outside of school for the rest of the week.
3. Each day as a "Do Now" or "Closure" activity, ask students to share their reflections with a small group. The group's weeklong purpose will be to develop an answer to the question, "How can we be intentional in deciding what to read digitally?" (NOTE: These discussions are not meant as a full-period lesson. You can focus on other work aside from these check-ins with the groups.)
4. On day 5 ask the groups to finalize their responses to the inquiry question by using evidence from their own practices, collected over the week, to support their claims. Students can display these responses in a variety of ways (e.g., on the class wiki, using poster paper in the classroom). Alternatively, the class can come to consensus on mindful reading practices and add these "Mindful Decisions" to a collective handbook on reading strategies.

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Figure 6.8. Continued

Decision-Making Organizer

Weeklong Reflection

Days 1–2: What kinds of digital texts do you encounter and how do you find them?

Today pay attention to what you encounter—on your phone, in your email, or on your computer. Complete the chart.

Short-, Mid-, or Long-form	Name the digital text (e.g., tweet, text message, news article, ebook)	How did you encounter it?

(Add rows as needed)

Day 3: What makes you decide to read a digital text?

Today you should identify 2–4 digital texts that you considered reading.

What was the digital text?	Did you read it?	Why or why not?

(Add rows as needed)

Day 4: What distracts you from reading deeply?

As you read today, be mindful of distractions. When do you find yourself "lost" in your reading and truly engaged?

When do you find yourself mindlessly scrolling?

Day 5: What is the value?

Identify one digital text that you encounter today. Ask yourself the following questions and reflect on your decision to read or discard this text:

• Where did this text come from?

• Why did I receive it?

• What value does this article have?

• What are my reading intentions?

• Do I have a specific purpose for reading this text?

• Will it be worth my time to read it?

• What might distract me from reading it deeply?

• Do the distractions matter in this moment?

• How will reading this text allow me to contribute to a larger conversation?

As an extension to this lesson, you can introduce students to the tools that we shared in Chapter 3, such as Clearly or Pocket, to help them think about how to eliminate clutter from their Web-based reading. Additionally, we strongly suggest that you have all students install an extension such as Adblock to eliminate banner ads and in-line ads.

Permission is granted for classroom use.

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